**Instructional Coach Goal and Action Steps**

**Instructional Coach:** Coral the Coach

**School:** Any School

**Annual Target(s) (10-11): (section IV)**

Writing

2009:2010: 50.2% P & A

2010-2011 Target: 55% P & A

**Measures to Determine Progress: (section IV)**

Ongoing analysis of student writing using district rubrics (K-5)

Progress Monitoring (K-5)

2011 CSAP Writing

**Major Improvement Strategy(-ies): (section IV)**

Increase students’ writing performance through our work unpacking the new state standards and focusing on expectations and mastery across grade levels, defining proficiency, consistently using the district rubric and increasing inter-rater reliability, and allocating more time to write during the school day.

**Root Cause: (underneath the major improvement strategy)**

Our schedules and writing lessons are not set up to give adequate time for students to write. We have not spent enough time reviewing and analyzing student writing across the grades and defining proficiency exemplars. We have spent time developing students’ ideas in writing, but have not spent as much time teaching students how to write paragraphs.

**Action Steps: (these are on the SIP – how will you refine these and make them specific to your work as the IC?)**

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| **Description of Action Steps to Implement  the Major Improvement Strategy** | **Timeline** | **Key Personnel** | **Resources** | **Implementation Benchmarks** |
| **What steps/activities will be initiated to achieve this goal?** | **What is a realistic timeframe for each phase of the activity?** | **Who will be responsible for initiating or sustaining the action steps?** | **What resources will you need to access for these action steps?** | **What evidence will you present that you are making progress toward your goal?** |
| Unpack the new state standards in writing, focusing on what kids should know and be able to do at each grade level. | Sept-May | Principal  IC  Grade level groups | Copies of standards Early Release Wednesdays & Teacher Team Planning time | Unpacking worksheets from every grade; identified mastery skills, learning objectives, and Can I statements. Proficiency targets defined for every grade level. |
| Based upon proficiency targets, evaluate our approach to writing and use of curriculum and materials in supporting instruction. | Sept-May | Staff; Directors of Elementary Education and Curriculum & Instruction | Early Release Wednesdays & Teacher Team Teacher Team Planning Time | Document identifying how writing instruction is approached in each grade. Evaluation summary of what is missing in order to reach proficiency. |
| Increase use of district writing rubrics, simplify rubrics for student use and understanding, and set time through the year for the purpose of sharing writing samples and increasing inter-rater reliability. | Sept-May | Staff; Directors of Elementary Education and Curriculum & Instruction | Copies of rubrics; Early Release Wednesdays & Teacher Team Planning Time | Revisit writing rubrics and create simple rubric and exemplars for student use. Calendar of time spent sharing and evaluating student writing. |
| Increase time for writing in every grade level. Ensure variety in writing type, length, and purpose, ensuring regular feedback to students. |  | Staff |  | Time noted in each teacher schedule; feedback types identified and examples provided. |